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1 Abstract

This paper looks at the historical evolution of higher education in Kenya, the emergence and impact of Module II Programmes on the quality of education in Kenya. Through literature review, the paper explores a salient concern in developing countries and Kenya in particular, on the rate of expansion of higher education vis-à-vis the quality of education offered. One hand argument has been posed that Module II Programmes have affected the quality of education in Kenyan universities while the other hand argument has stated that Module II Programmes have had a negative impact on the quality of education. The paper further seeks to provide answers to the question of how Module II Degree Programmes dovetails with the traditional programmes and the issues of quality with regard to faculty members' capacity, workload and research activities among other indicators of quality in an education system. The arguments in this paper are emboldened by findings drawn from 995 students, 440 lecturers and 295 administrators from public universities and their allied colleges/satellite campuses. The sample was arrived at by Multistage Sampling. Questionnaires, Observation Guides and Document Analysis were incorporated in data collection. The paper makes recommendations with regard to qualification of the academic staff, admission of students and utilisation of Module II Programmes funds. Key words: Module II; Quality; Public Universities; Kenya.

2 Introduction

2.1 Background on Higher Education in Kenya

The roots for higher education in Kenya can be traced back to 1922 when the British Colonial Government established Makerere College in Uganda as a small technical college. Makerere was expanded to meet educational needs of the other East African countries namely Kenya, Uganda, Tanganyika and Zanzibar, as well as Zambia and Malawi. In the 1940s and early 1950s, Makerere was the only college providing university education in East Africa, (Chacha, 2003). In 1956, the Royal Technical College was established in Nairobi. Following the establishment of the University of East Africa in 1963, with three constituent colleges in Nairobi, Dar es Salaam and Kampala (Makerere), after independence Royal Technical College became the University College, Nairobi. The University of East Africa offered programmes and degrees of the University of London until 1966. In 1970, the University of East Africa was dissolved to create three autonomous universities of Nairobi, Dar es Salaam and Makerere (Jowi, 2003).

The first step towards the introduction and development of university education in Kenya was taken in 1961, when the then Royal College, Nairobi, was elevated to university college status under a special arrangement with the University of London. However, it was not until 1970 that the University College of Nairobi attained university status. Kenya placed considerable importance on the role of education in promoting economic and social development after the achievement of independence in 1963, (Sifuna, 1998). This resulted in the rapid expansion of the education system to provide qualified persons for the growing economic and administrative institutions, and to undertake some reforms to reflect the aspirations of an independent state (Court and Ghai, 1974).

Throughout the 1970s, the Government strengthened and expanded the University of Nairobi, as a conscious effort to develop the necessary human resource for the private and public sectors. As years went by, the number of Kenyans seeking university education exceeded the capacity of the University of Nairobi leading to the establishment of more public universities. In just 30 years, public higher education has expanded from a single university (the University of Nairobi) to the current seven public universities: Nairobi, Moi, Masinde Muliro, Kenyatta, Egerton, Jomo Kenyatta, and Maseno (Chacha, 2004).

2.2 The Emergency of Module II Programmes

Like most African countries, higher education in Kenya in the 1960s was free, with the public purse covering both tuition and living allowances (Weidman, 1995). The rationale for free higher education in Kenya was based on, among other things, the country's desire to create highly trained manpower that could replace the departing colonial administrators. In return, graduates were bound to work in the public sector for a minimum of three years prior and after admission. It was thus compulsory then for the students to be enrolled in the NYS before enrolling for the degree programme.

By 1974, the demand for higher education had expanded dramatically and the number of students seeking university education had grown to an extent that it was becoming increasingly difficult to adequately finance university education by providing full scholarships and grants by the Government. The Government therefore introduced the University Students Loans Scheme (USLS), which was managed by the Ministry of Education. Under the scheme, Kenyan students pursuing higher education at Makerere, Nairobi and Dar es Salaam universities received loans to cover their tuition and personal needs, which they would repay on completion of their education. However, the USLS was plagued with a number of problems right from the onset. First, it lacked the legal basis to recover matured loans from loanees. Secondly, the general public and university students wrongly perceived that the loan was a grant from the Government, which was not to be repaid. In order to address this problem in July 1995, the Government through an Act of Parliament established HELB to administer the Student Loans Scheme. In addition, the Board is also empowered to recover all outstanding loans given to former university students by the Government of Kenya since 1952 and to establish a revolving fund from which funds can be drawn to lend out to needy Kenyan students pursuing higher education. The establishment of a revolving fund was also expected to ease pressure on the exchequer in financing education, which currently stands at 40 percent of the annual national budget, (Chacha, 2004). Currently the HELB also finances loans and bursaries for needy students in the private universities.

The first advances towards the introduction and development of Parallel Degree Programmes in Kenya were taken in 1998 by the University of Nairobi when a handful of students were admitted into a new programme that allowed parallel teaching of courses offered in its mainstream classes. The courses on offer then were mainly business-related. Moi University followed suit in offering the Parallel Degrees Programmes under the label of Self-Sponsored Programmes out of the realisation of the successes made by University of Nairobi- the pioneer institution to offer the unique programme in the country. Ten years later, this programme, later branded as Module II, has grown in leaps and bounds and is arguably the best thing that has ever happened to Kenya's education in a decade (Daily Nation, 2008: July 12).

The programme has expanded tremendously in the public universities and now offers qualifications in various fields such as Medicine and Engineering, which are traditional domains of public universities, and in business, which traditionally has been the domain of private institutions. Today, students enrolled under Module II are the majority in public universities. The University of Nairobi has the highest number of learners under the Parallel Degrees Programmes with 32,010 out of a total of 44,914. Kenyatta University has 11,568 out of a total of 20,426 while Moi University has 8,068 from the 16,000 students (Daily Nation, 2008: 12 July).

In the era of inadequate funding from the treasury, the public universities were faced with enormous challenges. Consequently, the cost of staff, learning, research expenses, food and lodgings coupled with inflation pressures, made it difficult to sustain operations of public universities. These

necessitated universities to take a business-like approach to running universities, culminating in the launch of the Parallel Programmes. The parallel programmes were launched in response to shrinking funding to public universities by the State and increased demand for higher education.

2.3 The Study Sample

The study targeted all students, lecturers and administrative staff in the seven public universities in Kenya (Nairobi, Jomo Kenyatta, Kenyatta, Egerton, Maseno, Moi and Masinde Muliro). Students enrolment has increased from a mere 571 in 1963 to 91,500 in 2005 (Kinyanjui, 2006). This latter figure includes all students both of public and private universities but excludes students studying abroad. The study was interested in the 81,590 students currently accommodated in public universities in both Module I and Module II Degree Programmes (Kinyanjui, 2006). The study also targeted students and lecturers of colleges collaborating with public universities. The total combined sample size of the study was 487 comprising 372 students, 81 lecturers and 33 Module II administrators. Table 1 below details the study sample.

Table 1: Sample Size for the Study.

University	Sampled /Issued Questionnaires				Returned /Issued Questionnaires				%
	Students	Lectures	Admin	Total	Student	Lect	Admn	Total	
Egerton	100	40	20	160	53	9	3	65	40.60
JKUAT	100	20	10	130	79	5	3	90	69.23
Kenyatta	50	20	10	80	31	13	2	48	60.00
KIM	180	120	70	370	14	10	5	29	7.83
Moi	195	85	65	325	105	24	9	139	41.85
Masinde	40	20	45	70	6	5	1	12	17.14
Maseno	50	20	10	80	16	1		17	21.25
RVTI	40	15	10	45		3	6	16	35.55
SPS	40	10	10	35					
Nairobi	100	40	5	160	68	10	4	82	51.25
NIBS	20	10	20	35					
KTTC	20	10	5	35		1			2.85
Eldoret Poly	20	10	5	35					
Alphax	20	10	5	35					
Elgon View	20	10	5	35					
Total	995	440	295	1630	372	81	33	487	29.87

1.3 Data Analysis

Data was analysed both qualitatively and quantitatively with the aid of **SPSS Program**. The study findings are presented in the following sections under themes according to the study objectives and research questions. The findings are presented covering the state and effects of Module II Degree Programmes on access to, quality and equity of university education, and then the collaborations, satellite campuses and other emerging issues as relates to management of Module II Degree Programmes. The study issued out 1630 questionnaires (990 to students, 440 to lecturers and 295

to administrators). Only 372 questionnaires were returned from students, 81 from lecturers and 33 from administrators. This represents a 29.9 percent return rate.

4 Study Findings

4.1 Research Findings on Quality of Education

When asked about their assessment of the level of quality of education offered in Module II Degree Programmes, most of the respondents, 212 (57.0%) students, 40(49.4%) lecturers, and 16(47.1%) managers, indicated that the quality was average. The distribution of the responses on assessment of quality is as shown in Table 2.

Table 2: Assessment of the Level of Quality of Education offered in Module II Degree Programmes.

Assessment	Students		Lecturers		Managers	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Missing	35	9.4	6	7.4	7	20.6
Low	48	12.9	6	9.9		
Average	212	57.0	40	49.4	11	47.1
High	77	20.7	27	33.3	11	32.4
Total	372	100	81	100	34	100

It should be noted that a significant, 48 (12.9%), of the students and, 6 (9.9%), of the lecturers indicated that the quality is low. Asked whether the respondents were satisfied that the quality of education offered in Module II Degree Programmes is the same as that offered in Regular Programmes, a significant 151(40.6%) students, 21(25.9%) lecturers and 10(29.4%) managers indicated that the quality was not the same. Table 3 shows the distribution of the responses on the comparison of quality of education.

Table 3: Comparison of quality of Education in Module II Degree Programmes.

Respondent	Students		Lecturers		Managers	
	Frequency	%	Frequency	%	Frequency	%
Missing	32	8.6	8	9.9	8	23.5
Quality is the same (Yes)	189	50.8	52	64.2	16	47.1
Quality is not the same (No)	151	40.6	21	25.9	10	29.4
Total	372	100	81	100	34	100

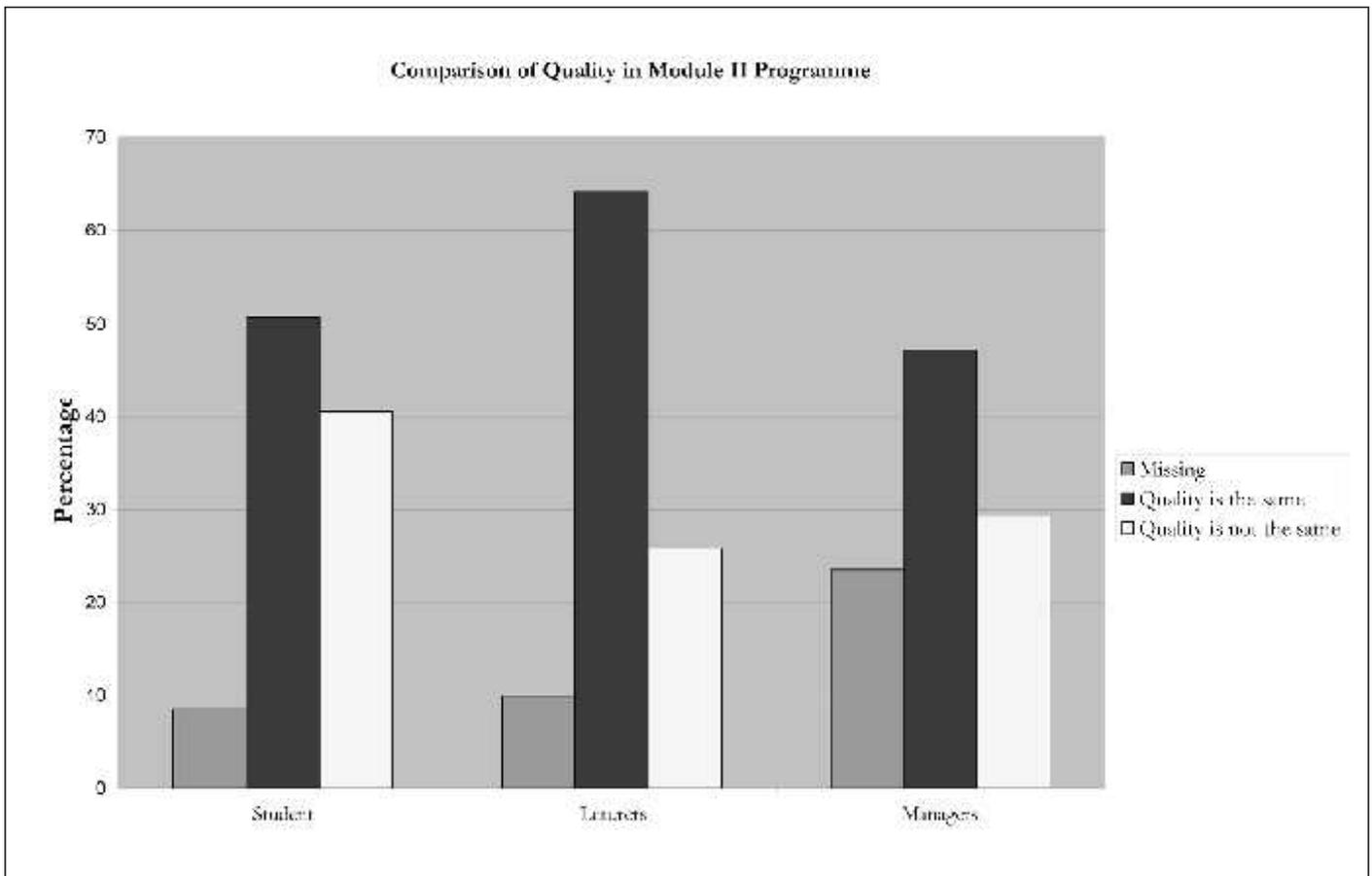


Figure 1: Respondent's Comparison of Quality of Education in Module II Programme to that of Regular Programmes.

Since the majority 266 (71.5%) of students respondents indicated that they attend day classes it means most Module II Programmes Students are integrated with Regular Programmes Students and it would be expected that the quality would be the same. The same view is held by most 30(30.9%) lecturers who indicate that they teach Module II Programmes Students in day classes. There is however a significant proportion of Module II Programmes Students who are taught on their own as shown in Figure 2 and 3 which show the modes of attending classes by students and lectures respectively.

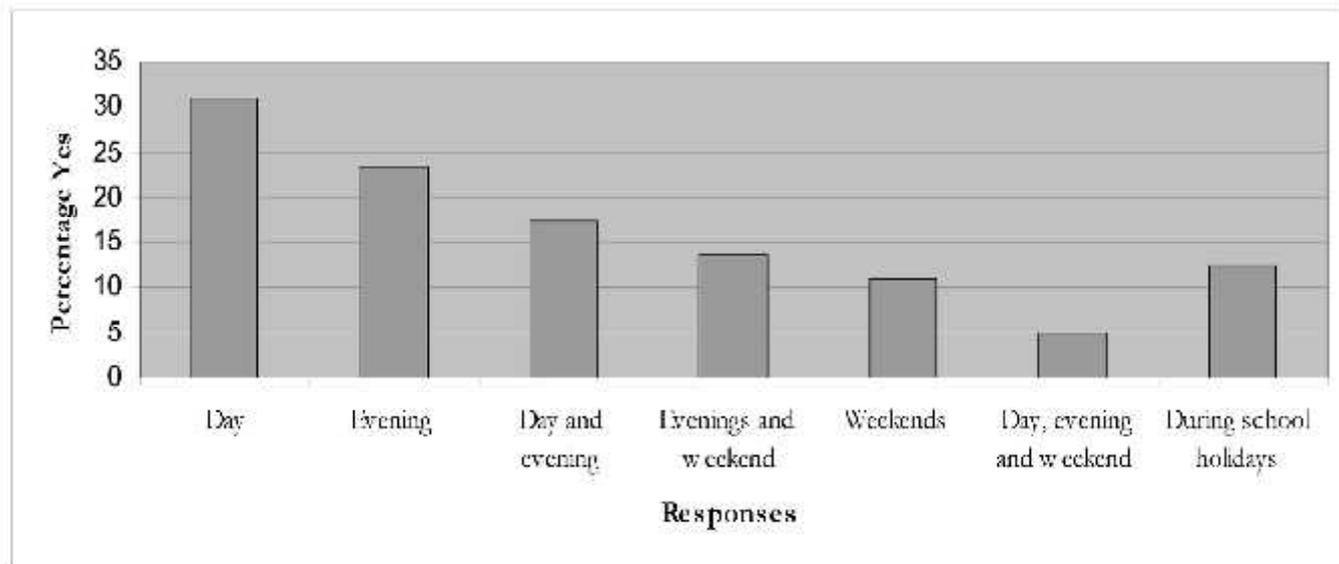


Figure 2: Distribution of Modes of Contact Applied in Module II Programmes Responses from Students.

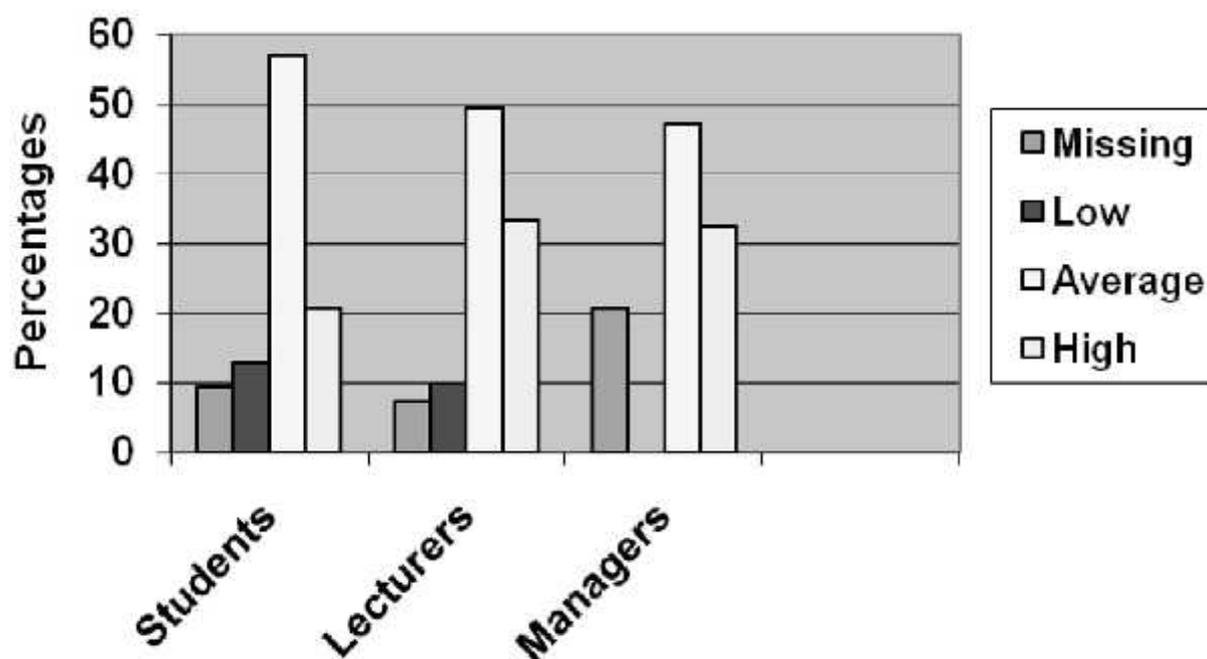


Figure 3: Distribution of Modes of Contact Applied in Module II Programmes Responses from Lecturers.

These findings indicate that there is a significant proportion of stakeholders who are not satisfied with the quality of education offered. The study further sought to investigate the specific areas or resources that ought to have improved with increased funding from Module II Degree Programmes. Students’ and lecturers’ perceptions were sought on the status of teaching facilities and academic faculty members capacity improvement. On the whole the students’ assessment was negative. Specifically the students were unanimous that most of the indicators of provision of quality education have not improved as shown in Table 4.

Table 4: Descriptive Statistics and One Sample t-test of Students' Assessment of Module II Programmes Contribution to Improvement of Resources for Improved Quality of Evaluation.

	Descriptive statistics			One sample t-test statistics	
	No.	Mean	Std. Deviation	t-value	p-value
Department has acquired enough lab and workshops necessary for practical sessions that improved quality of education	337	2.8635	1.6812	-12.4	0.000*
Students access the facilities as frequent as need arises	330	2.8727	1.5966	-12.83	0.000*
An adequate supply of tools equipment and materials needed in teaching learning in the university	330	3.0182	1.6372	-10.0	0.000*
Spaces are adequate for students occupying them at a time	332	2.9247	1.7786	-11.02	0.000*
Library is well resourced	318	2.9560	1.7306	-10.8	0.000*
Students access current books journals in the library in acceptable time	341	3.1730	1.6775	-9.1	0.000*
Students have adequate information from both electronic and print media in the library or students halls on current challenges problems and issues affecting society which improve their learning	340	3.0500	1.7142	-10.2	0.000*
Students easily access the Internet as a source of current information and creative ideas	322	3.1832	1.7845	-8.23	0.000*
Recreation facilities are good and adequate to facilitate relaxed stress free mind ready for creative thinking	325	2.9723	1.7610	-10.52	0.000*
The department continuously acquires new facilities to accommodate changes in technology	314	2.9490	1.6491	-11.3	0.000*
Most faculty in my department are highly qualified and experienced	291	4.0481	1.6931	0.485	0.628
Most faculty have written articles, written books and chapters in book thanks to availability of funds from mod 2	312	3.4295	1.6380	-6.152	0.000*
Most faculties engage in consultancy activities that use academic knowledge	313	3.6166	1.6093	-4.215	0.000*

	Descriptive statistics			One sample t-test statistics	
	No.	Mean	Std. Deviation	t-value	p-value
Most faculties attend and present papers in seminars conferences and workshops	319	3.8150	1.6020	-2.062	0.0400
Faculty in the department access good facilities to enhance their academic abilities	309	3.3172	1.6266	-7.379	0.000*
Faculty have secretarial support provided to faculty processing academic documents hence spends more time on research and creative work	301	3.4219	1.7563	-5.710	0.000*
Faculty access grants money for business research and hiring assistant	293	3.1195	1.7009	-8.861	0.000*
Faculty members have good offices spaces for individual research work preparation and consultation with students	312	3.3942	1.7054	-6.274	0.000*
They interact directly with students during supervision of projects and advising student majors in their fields of specialisation	309	3.6893	1.7190	-3.177	0.002*
Faculty encourage graduates to work with them in joint projects and publish papers jointly	309	3.4595	1.6023	-5.929	0.000*
Use of creative teaching method employing methods to teach old courses using modern teaching media such as PowerPoint	307	3.2313	1.6613	-8.107	0.000*
Faculty members conduct research and present new creative ideas in class and encourage obtaining feedbacks from undergraduates and graduates	306	3.4542	1.7100	-5.583	0.000*
Members hold positions on merit and have contributed greatly in my learning creativity throughout my stay in the department	308	3.9221	1.7256	-0.793	0.000*
Members are not overloaded overworked hence have enough time for research and creative work	310	3.2258	1.7276	-7.890	0.000*
Student ration is good allowing direct contact and learning that facilitates creativity and improvement in the quality of education	311	2.9614	1.7703	-10.346	0.000*

* = significant at $\alpha = 0.05$

These statistics indicate that the students are significantly dissatisfied with all indicators of improvement of resources at the universities for the sake of improvement of the quality of education offered, except for the qualification of their lecturers where they seem to be am "bivalent ($t=0.485$,

$p=0.628$) at the 95 percent confidence level. This suggests that according to the students not much of the money received from Module II is directed towards improvement of quality of education. This finding is in agreement with the Kinyanjui (2006: P25) report that “the universities have not utilised the financial benefits to expand facilities but rather to meet expenditure deficits.”

On their part, faculty members/lecturer respondents were asked to rate the contribution of Module II Degree Programmes towards the improvement of some indicators of quality of education in the university. Most of them indicate positive assessment of the contributions as shown in table 14, except on workloading where they do not agree that Module II has facilitated hiring part-time lecturers leaving full time lecturers with adequate time for research and other creative works, has availed research funds and can afford them time to acquire industry based experience. A summary of descriptive statistics analysis and one sample t test is shown in Table 5.

Table 5: Descriptive Statistics and One Sample t-test of Lecturers' Assessment of Module II Programmes Contribution to Improvement of Resources for Improved Quality of Evaluation.

	Descriptive statistics			One sample t-test statistics	
	N	Mean	Std. Deviation	t-value	p-value
Fees from Module II Programmes have been used to bridge university budget deficit hence improved quality of education	72	4.3056	2.0185	1.284	.203
Module II Degree Programmes fees have been used to expand and improve facilities thus improving access and quality	74	4.3108	1.8500	1.445	.153
Faculty members who teach Module II Degree Programmes and Regular Programmes are the same hence quality is the same	76	4.8026	2.0266	3.453	.001*
Faculty members teaching university programmes have adequate teaching and industry experience and qualifications	75	4.7733	2.0307	3.298	.001*
Fees from Module II Degree Programmes are used to compensate lecturers for any resulting overloads hence lecturers earn more and have better job satisfaction	76	4.2237	1.9973	.976	.332
Able to hire part time lecturers leaving tenured faculty members with adequate time for research and creative work hence better work performance	76	3.3289	2.0225	-2.893	.005*
can now afford to give faculty member research grants and funds for research work, academic writing	75	2.9600	1.8704	-4.815	.000*

Part time lecturers hired from industry and give full time faculty members workplace leave for much needed industry experience update on current technologies and improve curricula to match industry needs	75	2.8800	1.8885	-5.136	.000*
Enabled universities to finance regular newsletters, journals and other means that facilitate sharing of research ideas	73	3.8630	1.9742	-.593	.555
Module II Degree Programmes have enabled universities improve access, quality and equity of higher education	73	4.6712	1.7245	3.326	.001*

* = significant at $\alpha = 0.05$

The findings indicate that lecturers are satisfied that the quality of education in Module II Degree Programmes is the same as in Regular Programmes, that lecturers have adequate qualifications and work experiences and that Module II has improved access, quality and equity of higher education. They are however dissatisfied with availability of adequate time for research work, provision of research grants and also facilitation of lecturers to gain industrial workplace experience. There are several indicators on which the respondent are undecided such as whether Module II funds bridge budget deficit hence improved quality of education, expansion of facilities, compensation of lecturers and financing access to current journals. This implies that some universities and institutions do while others do not, and that even within a university some schools or departments do while others do not, hence the mean score that is not significantly different from the test statistic (4).

A further examination of the lecturers competence and workload indicates that most 41(50.6) of the lecturers have a Masters degree with the distribution of other qualifications shown in Figure 5.

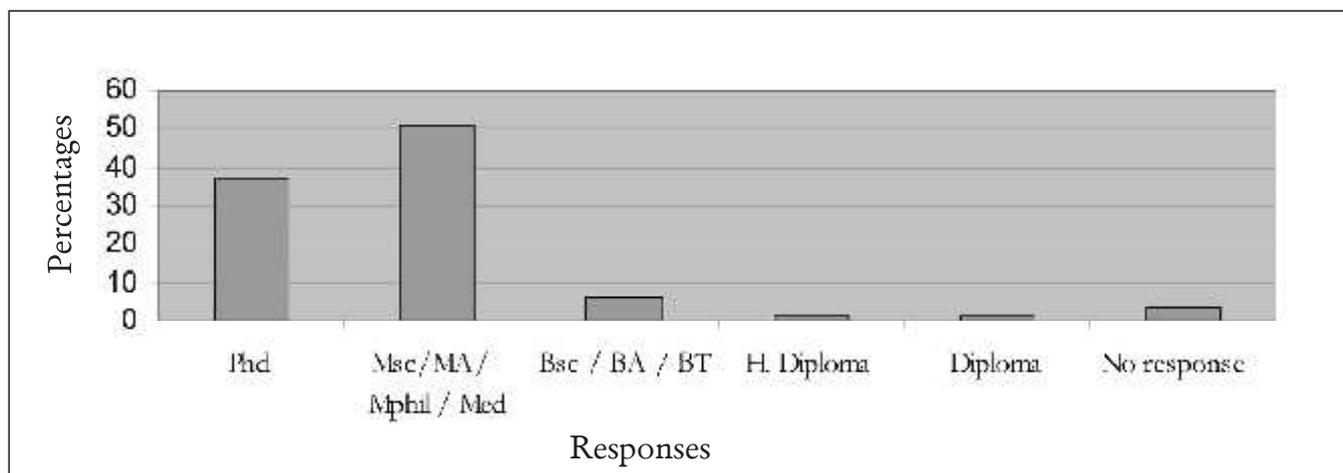


Figure 4: Academic Qualifications of Faculty Members.

It can be seen that majority of the teaching staff for Module II Degree Programmes are Ph.D and Masters Degree holders. Very few have lower qualification and hence the competence of this teaching staff based on their qualification is adequate. Most 56(69.1%) have permanent and pensionable terms of service, 9(11.1%) work on contract and 13(16%) work on part-time basis. This augurs well for long term commitment to quality service. The distribution of their ranks/positions is as shown in Figure 6.

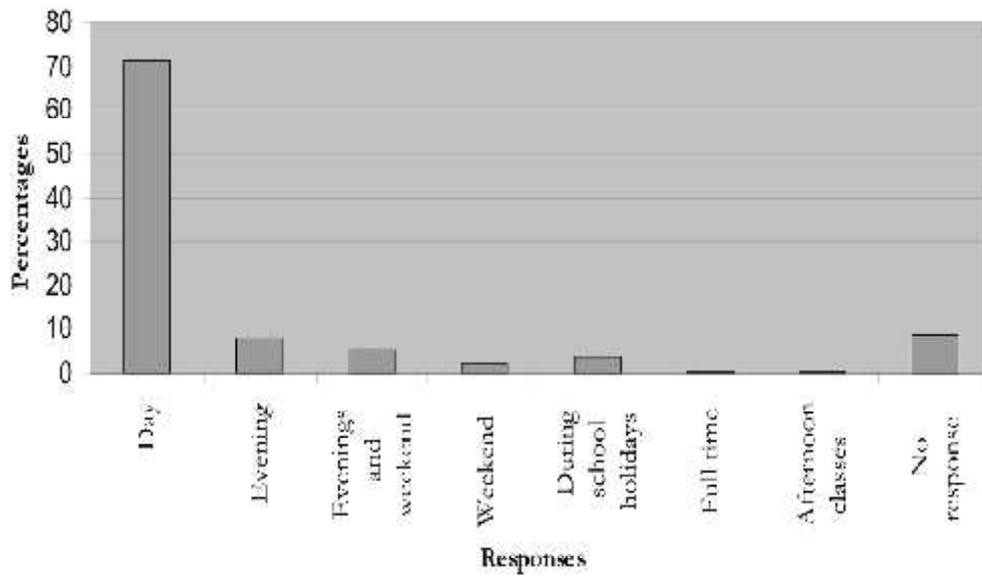


Figure 5: Current Employment Position or Rank of Faculty Member Respondents.

Which seems to suggest that there is an over concentration of the middle level faculty members which could mean that the upward mobility is limited or the members do not have what it takes to go up the ranks. The lecturers, who have a teaching experience of 9.06 years on average, earn a monthly salary of Kshs 88,442 on average and take home an average of Kshs 28,442 from the Module II Programmes a month. On Self-Development activities going on, the faculty members indicated that the majority are pursuing further education with 22(27.2%) undertaking doctoral studies.

Table 6: Faculty Members on Going Self-Development Activities.

Self-Development activity	Frequency	%
Those with on going Self-Development activities	59	72.8
Pursuing Phd studies	22	27.2
Pursuing Mphil/Msc/Med studies	5	7.3
Pursuing C.P.S.	2	2.5
Pursuing P.G. Diploma	2	2.5
Pursuing business administration course	2	2.5
Writing book	2	2.5
Carrying out a research project	1	1.2
Investing in company/college	2	2.5
Run business	3	3.7

This data suggests that lecturers have a greater devotion to academic pursuits. When they were asked who finances the Self-Development activities, the majority 48(59.3%) finance their own activities but a significant 14(17.3%) get funding from university staff development and research funds as shown in Table 7.

Table 7: Financing of Faculty Members Self-Development Activities.

Source of funds	Frequency	Percentage
University staff development and research funds	14	17.3%
Allocations from Module II funds	5	6.2
Self financing	48	59.3
Donors/Outside grants/Sponsorship/Private funded research projects	10	12.3

It should be noted that while the faculty members earn on average Kshs88, 442 most of them still have to use the same for self-development so as to be more efficient in their academic workplace. This may explain why the majority of the faculty members never rise beyond the lecturer level. Other indicators of the faculty members level of competence hence ability to offer quality university education is as set out in Table 8.

Table 8: Descriptive Statistics on Lecturer Attributes that Affect Quality of Education.

Attributes	N	Minimum	Maximum	Mean	Std. Deviation
Indicate your age in years	67	24	65	39.48	9.87
Your current monthly pay in place of full employment	37	6700	180000	88276.08	41540.36
Average monthly pay in teaching module 2 on part time	40	2000	120000	28442.50	22951.49
Experience in teaching at university level	63	1	24	9.06	6.50
Teaching in other institutions	44	1	25	7.70	6.01
Working in business/industry/govt	20	0	22	8.05	5.70
Consultancy/research projects	31	1	20	6.16	4.98
Number of publications books	17	1	6	2.53	1.46
Chapter in edited book	7	1	12	3.43	4.08
Articles in refereed journal	29	1	42	9.31	12.26
Conference attended in last 2 years	39	1	16	3.64	3.06
Number of articles published since appointment to that position	41	1	26	4.68	5.07
Teaching workload number of courses taught per semester in regular undergraduate programme.....unit/credit courses is equal tocontact hours per week	57	2	90	11.53	12.36
Number of course taught per semester to module 2 undergraduate programmes. (----unit/credit courses is equal to -----contact hours per week)	56	1	90	10.68	15.42

Attributes	N	Minimum	Maximum	Mean	Std. Deviation
Number of course taught undergraduate programmes as a part timer in other departments/institutions (.....unit/credit courses = ----- contact hours per week)	29	2	45	7.07	7.85
Number of courses taught per semester at post graduate level (----unit courses = ----contact hours per week	32	2	90	10.72	17.40
Number of hours taught to post graduates in other institutions (---- unit courses = -----contact hours per week)	6	3	90	19.50	34.61
Number of hours for undergraduate courses for each contact hour	69	1	20	3.70	4.22
Post graduate courses for each contact hour	38	1	40	4.34	6.20
Number of hours spent supervising post graduate thesis work per week	46	1	50	6.50	7.79
Proportion of your total time spent on teaching duties	62	8	95	64.42	20.27
Original research work in hours	47	1	720	57.21	121.82
Improvement/development of technologies in hours	31	1	300	35.87	73.37
Creative work performance in hours	28	1	120	25.36	34.67
Academic writing and original composition in hours	43	1	240	32.95	52.72
Presentation in scholarly conferences/ workshops in hours	36	1	100	14.14	18.92
Investigation and research on improved pedagogy in hours	32	1	60	13.25	16.05
Interpretation and integration of knowledge in hours	32	1	300	22.22	53.75
Improvement of academic curricula in hours	34	1	300	21.21	51.88
Professional growth and development in hours	37	1	300	30.43	53.43
Participating in fellowship, grants prices awards and citations of faculty members works in hours	27	1	100	18.33	27.56
Indicate proportion of total time spent on scholarly research work in %	50	3	90	33.92	21.75
Current workload in serving various departmental and university committees in hours	39	1	80	11.59	18.60

Attributes	N	Minimum	Maximum	Mean	Std. Deviation
Serving graduate students from outside the department in hours	33	1	40	6.36	8.15
Serving professional societies and organisations in hours	36	1	150	12.17	29.12
Serving in professional capacity addressing society and community needs in hours	37	1	100	11.46	20.75
Serving as a faculty advisor for students organisations	31	1	80	6.61	14.36
Provide professional practices responsibilities in hours	24	1	300	30.29	74.53
Indicate the proportion of total time you spend in providing professional service in %	47	1	90	31.40	22.90

The most noteworthy thing about these indicators is that they are rarely recorded, if at all and tend not to be given emphasis both at university, school, department or individual level and they all indicate points of concern if quality of education is to reach acceptable levels by all stakeholders. The university administrators were asked the strategy they use in their institutions to ensure that the quality of education is offered to Module II Programmes Students is to expected standards. The most commonly employed strategies are hiring qualified lecturers and improving university facilities to provide enough for the student population reported by 8(23.5%) of the respondents. Other strategies reported are as shown in Table 9.

Table 9: Strategies Used in Universities to Ensure that Quality of Education Offered to Module II Programmes Students is to Expected Standards.

Strategy	Frequency F	Percentage %
Course taught by same lecturers	6	17.6
Moderation of courses/exams by both internal and external examiners	7	20.6
Hiring qualified lecturers	8	23.5
Improving university facilities/provide enough for all student population	8	23.5
Giving enough assignments / CATs	5	14.7%
Admitting students the university can handle and who are academically able	5	14.5
Involving external/outside opinion to assist mould the university	1	2.9

Strategy	Frequency F	Percentage %
Ensuring time allocated for a course is sufficient for the course	2	5.9
Consulting to know market needs	2	5.9

It is worthy noting that there is no strategy common to all or most of the respondents which indicates lack of clear cut universal policy that governs operations in all universities on matters pertaining to quality. Asked how often curriculum is reviewed in their universities most 20(58.8%) of the administrators respondents indicated that it is done within less than 5 years after adoption, 3(8.8%) said it takes more than five years to be reviewed, 1(2.9%) says it is not reviewed while a significant 10(29.4%) did not respond indicating they do not know. Ogot (2002) found out that the quality of higher education in higher institutions could be questionable at present. He argues that the fact that there are inadequate facilities as well as personnel compared to the influx of students as a result of Module II is reason enough. In addition, Ngolovoi (2006) argues that increased workload and lack of competence by some lecturers could be affecting the deliverance of quality education to students in higher institutions in Kenya.

5 Conclusion

The rate of development of the Module II Degree Programmes should be checked by the Kenyan universities in order to ensure that customers are satisfied with the quality offered. There seems to be faster expansion in population capacity than in acquisition and development of relevant resources and facilities for use in teaching.

6 Recommendations

Based on the research findings, the following recommendations were generated:

1. The University staff who has lower qualification than a Masters degree should continue upgrading their academic qualification.
2. The universities should not admit more students than those who can effectively be supported by the human and physical infrastructure in order not to violate the policy set staff to student ratios or distort the programme based Full Time Student Equivalent (FTSE).
3. Government supported and self-supported students should be amalgamated for admission and teaching purposes in order to maximise on the utilisation of available capacity and resources in the universities. Regular Programmes Students should also be free to choose whether to attend day, evening, weekend or holiday classes so that at all times there should be no class made up of Module II Programmes Students only.
4. The income generated from fee-paying students should be consolidated with the normal Government grants and used to enhance the quality of academic programmes and provide staff incentives by supporting research, teaching and students support as decided by each university.

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